

DEVELOPMENT OF AUDITORY AND SPEECH SKILLS IN CHILDREN WHO ARE DEAF OR HARD OF HEARING

Auditory Development

- 1. Awareness of sound
 - Low, environmental sounds
 - Loud, environmental sounds
 - Loud speech sounds
 - *make child aware of sounds in environment
 - *imitate the sound using your speech
 - Children with cochlear implants:
 - detect mid or high frequency sounds easier
 - May have problems hearing certain consonants at beginning of words (e.g. - plosives)
 - consonants at end of word easier to perceive than at beginning or in middle
- 2. Sound has meaning
 - Looks to phone, bye bye, no no, name
 - *pair specific sounds with stimuli in play, e.g. – say “aahhhhhhh” with varying pitch for airplane, “hop, hop, hop” for a frog, “woooo wooooo” for train
 - *help child match their speech w/ your sounds
- 3. Discrimination
 - Gross sounds (loud/quiet; hi/low; drum/bell)
 - Music
 - Environmental sounds
 - Speech
 - *Use contextual cues at first (e.g. – walk to the coat hook and say, “Get your coat”. If necessary, say again and point to coat. Later, remove contextual cues
 - *use children’s songs and finger play to help with learning rhythm and intonation

Speech Development

- Suprasegmentals (voice patterns)
 - Vocalization (voice on/voice off)
 - Duration
 - Loudness
 - Pitch
- Vowels (“e”) and diphthongs (“oy”)
- Consonants

- Voiced/voiceless distinctions (“d” v. “t”)
- Consonant Blends (“br” “spl”